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ABSTRACT

This guide provides a basic framework that may be implemented in any English as a second language (ESL) program comprised of the following levels: entry pre-literate, entry literate, basic, and intermediate. The program may be implemented in sessions of 5 hours or 3 hours per day of ESL instruction. The modules of instruction are: (1) oral communications, which includes aural/oral aspects such as listening, pronunciation, and speaking; (2) literacy, which includes reading and writing exercises and practice, and (3) living/job skills, which provide the principle context for the overall goals of the program--self-sufficiency, job-readiness, and cultural competence. In this class, free conversation is stressed so students may feel comfortable expressing opinions, discussing problems, and asking questions while learning listening skills. The guide presents a general description of the basic competency objectives of the curriculum including a breakdown of the skills and subskills encompassed within each. Also presented is a brief summary of the specific objectives for various skill areas at various levels, including some activities and techniques that can be used to realize the objectives. Lastly, a list of suggested instructional materials presented according to skill area is included. (JK)

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Spring Institute for International Studies

CURRICULUM GUIDE: ESL INSTRUCTION

for Indochinese Refugees

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CURRICULUM GUIDE: ESL INSTRUCTION

for Indochinese Refugees

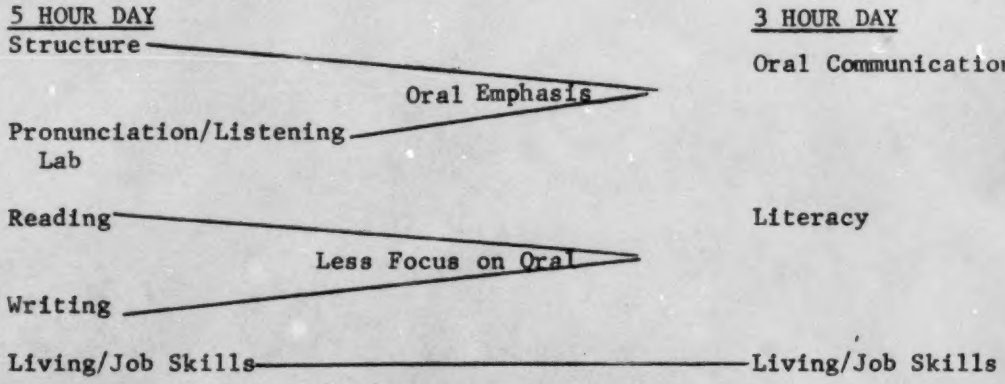
This guide represents the outcome of the curriculum planning and implementation that was done during eleven months of ESL instruction for Indochinese refugees at the Spring Institute for International Studies (May 1, 1980 to March 31, 1981). Though the guide itself is actually a description of the plan that was followed during the course of this particular program, it does provide a basic framework that can be implemented in any program comprised of the following levels (as stated in the CRESL*guidelines): entry pre-literate, entry literate, basic, intermediate. As the Spring program did not have any students at the advanced level, guidelines for an advanced curriculum will not be included here though some suggestions for an advanced curriculum will be offered.

An additional comment regarding levels is in order at this point. Many programs do not have the student population for two separate classes at the basic and intermediate levels. The program at Spring was no exception. For us it was necessary to group the basic and intermediate levels. Thus, the objectives described in this curriculum guide are presented for three different levels: pre-literate, literate, and basic/intermediate. Perhaps the following definition of an intermediate student will help put the issue in a proper perspective and clarify the difference between basic and intermediate level students.

> "Intermediate students have studied a lot but they feel they have not <u>really</u> learned everything they have studied. In other words, there are many things they have studied which they still cannot seem to use correctly, easily and as automatically as they would like." [1]

The basic student, on the other hand, is seeing a lot more for the first time. The difference is primarily one of initial presentation versus reinforcement of previously presented material. Obviously, expectations for student performance will vary given the level of the student, but these two groups can work well together and often mutually motivate each other.

For the eleven months during which the curriculum was being planned and implemented, most of the classes met for five hours per day, that is, the program was an intensive one. Several of the classes were semi-intensive however, that is, three hours of ESL instruction per day, and this guide can also provide a framework for such a semi-intensive program. The diagram below shows the breakdown of the five class hours in the intensive program and also illustrates how these five hours can be combined into a three hour per day program.



* CRESL: acronym for Colorado Refugee English as a Second Language program.

A descriptive summary of the three modules including a brief overview of the suggested procedures for each module follows.

Oral Communications - The focus of this module is on the aural/oral aspects of language including such skill areas as listening, pronunciation, and speaking. At the beginning levels this might also include working on sight word recognition and sound-symbol correspondences. Furthermore, this class serves to provide the context for aural/oral practice of the structures presented in the core text. Emphasis should be on establishing meaning of the structures and vocabulary presented so that the practice provided during this module will be meaningful and relevant. The teacher will follow the sequence of the core text selecting those exercises (structure and vocabulary) that are suitable for the needs of that particular class. Students will be given adequate practice in recognizing (i.e. aural discrimination) the given patterns and in producing them - orally. Emphasis should be on effective communication, i.e. not native speaker fluency but at least comprehensibility. Pronunciation, stress and intonation practice are to be included when appropriate. Listening comprehension exercises should also form part of this module.

Literacy - At the entry pre-literate level, these class hours would be dedicated to pre-literacy skills, such as reading readiness exercises, copying exercises, and number recognition. Later, the focus of instruction should be on initial reading in English. For the beginning level classes, this module will provide the context for controlled reading and writing practice of the structures previously learned in the Structure class. Handwriting practice might also constitute part of this module.

At the higher levels, the Literacy class provides written reinforcement of the material (structures and vocabulary) presented during the Oral Communications module. The teacher will select those exercises in the students' workbook (or textbook) which will be suitable for providing reading/writing practice of the patterns learned via the aural/oral mode in the Structure class. Some supplementary reading/writing exercises as well as free writing assignments may also be included.

Living/Job Skills - This class will integrate all the skills practiced during the other modules, thus providing the principal context for achieving the overall goals of the program: self-sufficiency, job-readiness and cultural competence for the refugee. The instruction will be task oriented, with the theme and complexity of the task being chosen in accordance with the needs, interests and level of the students.

This class will provide a context for introducing new vocabulary, for providing pronunciation and listening practice, and most importantly, for providing an opportunity for free conversation where students will feel comfortable about expressing their opinions, discussing their problems and asking questions, and where they will learn to listen to the teacher and to each other.

The teacher will choose a weekly topic for conversation or problem to be solved and focus the instruction for the week around that topic or problem. Appropriate vocabulary will be introduced, and practice of structures and vocabulary, both aural/oral and written, will be provided. Vocabulary will be practiced in context, i.e. in some previously learned pattern, once meaning of the isolated vocabulary items has been established. Topics chosen should relate to the students interests and needs.

This class will also provide the context for introduction to and practice with some basic concepts of mathematics including addition, subtraction, multiplication, division, fractions, decimals, percentages, measurements - all the skills students need on the job and in their daily lives. Classes should be grouped according to ability. Whenever possible, the relevance of the math to the students' daily lives should be emphasized.

Since no one set of materials ever completely meets either teacher or student needs this guide is not tied to any particular texts. References to suggested materials are made where appropriate, but the guide basically follows the assumption that teachers have to supplement and adapt lessons regardless of the chosen text. If the teachers or program designers have an idea of what is to be covered, (content) they can assess the materials available and evaluate the appropriateness of the materials for their particular class (i.e. in terms of content, level and age of student, objectives). Then the task of supplementing or adapting the materials can be carried out within a structured framework of objectives to be achieved.

As students' learning styles and strategies are so individual, it is not possible to impose strict time constraints on language acquisition. Each learner should be encouraged to proceed at his own pace, and his performance should be evaluated on a regular basis (at least once every nine weeks) in order to assess progress and determine student placement. The suggested evaluation tool for each level should help with this task. Experience has shown that it is much more logical and efficient to work within a framework of structured levels and place students in the appropriate level rather than try to create levels that correspond to the length of time the students have spent in a program.

Following is a general description of the basic competency objectives of the curriculum including a breakdown of the skills and subskills encompassed within each. For the Living/Job Skills module there is an overview of the general objectives to be achieved. Next, and divided according to level, there appears a brief summary of the specific objectives for each skill area at that level, including some activities/techniques that can be used to realize the objectives. Finally, there is a list of suggested instructional and supplemental materials presented according to skill area.

This guide is not designed to be a step by step set of lessons for an ESL program; rather, the purpose is to provide a guide that when followed, regardless of materials or texts used, will ensure uniformity within and across programs. The intention is to provide for curriculum planners and classroom teachers, particularly those working within the CRESL program, a set of guidelines which will provide a coherent framework for ESL instruction. By providing suggestions for program design, for assessment of student level and determination of proper placement and for evaluation of student progress, it is hoped that the result achieved will be a general uniformity that will guarantee smooth progression within a program and efficient transition across programs.

[1] Robert O'Neill, et.al., American Kernel Lessons: Intermediate. New York: Longman, Inc., 1978, p.vi.

COMPETENCY	SKILL AREA	SUB-SKILLS	ACTIVITIES/ TECHNIQUES
Communicative Competence: Oral Language	Listening	- discrimination of the sounds and the stress and intonation patterns of American English - comprehension of English spoken at normal speed and by a native speaker; this includes understanding vocabulary in context as well as comprehension of structures - ability to listen	- aural discrimination exercises: same/different 1 or 2 1, 2 or 3 - Total Physical Response - listening comprehension exercises - active listening exercises - dictation (this incorporate writing)
	Speaking	- production of the sounds and the stress and intonation patterns of American English - production and proper manipulation of the basic structures of spoken American English - acquisition of an active and continually expanding vocabulary for production - ability to carry on a conversation around a topic of interest to the student - ability to use appropriately some of the basic speech acts, including the proper structures and accompanying supra-segmental features, of American English e.g. greeting, leave taking, complimenting, complaining etc. - ability to make an oral presentation	- repetition exercises - production exercises - Jazz Chants - pattern drills: mechanical meaningful communicative - songs that contain the grammatical structure being worked on - picture elicitation - Silent Way elicitation - Counseling Learning/ Community Language Learning technique - problem solving activities - conversation matrices - dyads - dialogs - role plays - puppets - games - speeches

COMPETENCY	SKILL AREA	SUB-SKILLS	ACTIVITIES/ TECHNIQUES
Communicative Competence: Literacy	Reading	- reading readiness - number recognition - ability to make sound symbol correspondences - word attack skills - sight word recognition - vocabulary development for recognition	- shape discrimination exercises - flash cards - word attack exercises (with word families) - word study exercises (affixes, synonyms etc.) - reading functional/survival signs
		- recognition and understanding of structures in context - comprehension of reading passages - dictionary usage	- guessing meaning from cont - paraphrasing - comprehension questions - cloze passages - dictionary exercises
	Writing	- handwriting - spelling - copying letters numbers basic vocabulary phrases expressions basic patterns - free writing notes letters paragraphs compositions	- copying exercises - dictation: spot full - written structure exercises e.g. substitution transformation sentence combining - controlled to free composition exercises

COMPETENCY	SKILL AREA	GENERAL OBJECTIVES	ACTIVITIES/ TECHNIQUES
*Cultural Competence	Living Skills	- to orient students to and help them arrive at an understanding of American culture: the basic concepts and values underlying the culture (e.g. importance of being on time) the basic institutions (e.g. school, government, family) the most common customs (e.g. weddings, funerals) - to provide students with the tools (language and knowledge) needed to get along in their new surroundings and become self sufficient	- same activities as are listed under all other skill areas - field trips - guest speakers - special activities in class (e.g. plays, skits) - music - movies - filmstrips - interviews with Americans or other foreigners
	Job Skills	- to provide students with occupationally transferrable skills, including math skills, so they will become job ready	

* Cultural competence, in addition to the objectives listed above also includes communicative competence - both oral and written communication. Thus, all four skills, listening, speaking, reading and writing will be integrated into the Living/Job Skills module.

STRUCTURAL CONTENT OF LEVELS

Pre-literate

- Be {+Adj / N} present; affirmative and negative; statements & questions; short answers
- Subject Pronouns
- WH questions: who, what, where from, whose, how many
- Present Continuous
- Nouns - singular/plural (irregular)
- a/an/the
- Possessives {adjectives / 's}
- Simple Present {statements & questions / negative (do) / short answers}
- Imperatives {affirmative / negative}
- Preposition of place {in-on / under-over / above-between}
- Here/there

  Demonstratives

  Simple Past (be, go, have, see, give)
- Suggestions with Let's
- There in subject position

Literate

- Simple Past {regular / irregular}
- Nouns {count/non count (much/many) / Adj. + N}
- Expressions of quantity: a lot/a few/ a little/some/any/much/many
- WH questions: where, when, whose, how much
- "Going to" future
- Prepositions: at, for, to, with, from
- Comparisons/Comparatives Superlatives - regular and irregular
- Was/were going to
- Compound Prepositions {in front of / next to / on top of}
- V to V {want need hope / try plan promise}
- Present Perfect {statement & questions / negatives} (irregular past participles)
- Frequency adverbs
- And/or/but
- Modals: can, have to, will
- Past Continuous

Basic/Intermediate

- Possessive Pronouns
- Reflexives
- Object pronouns
- V + I.O. + D.O. I sent {her / Mary} a card)
- V + D.O. + to + I.O. I sent a letter to {him. / John.}
- V + D.O. + for + I.O. I did the work for {him. / John.}
- Present Perfect used with since/already/yet/ago/for (how long?)
- How + manner expressions: -ly/by...ing/with / without + N
- Why {because + clause / for / in order to}
- Too/enough
- Future (will)
- Modals: should, ought to, would, must, could
- Present Perfect Continuous
- Subordinate Clauses {before, after / until, while / when, where}
- Reported Speech

LEVEL: Pre-literate

Skill Area	Objectives	Techniques
Listening	Students will be able to: - recognize the segmental phonemes of English as they occur in isolation and in minimal pairs. - recognize the basic statement and question (WH and Yes/No) intonation patterns of English. - recognize and comprehend aurally selected vocabulary items occurring in a controlled context. - recognize and comprehend aurally selected basic structures * of American English. - listen to and comprehend (as demonstrated by correct completion of a simple task) English presented via a different channel (i.e. recorded rather than direct speech).	Aural discrimination exercises with minimal pairs, phrases, sentences : same/different, 1 or 2 Total Physical Response with action verbs Number dictation Number discrimination (e.g. I take bus 14-40.) Listen to a dialog or short simple narrative and answer comprehension questions. Active Listening - with simple commands and statements incorporating action verbs Note: Some of these activities incorporate other skills besides listening. Many can be done in the lab or with a tape.

* see preceding chart

LEVEL: Pre-literate

Skill Area	Objectives	Techniques
Speaking: Pronunciation Conversation	Students will be able to: - produce in a comprehensible manner the segmented phonemes of English. - pronounce correctly the vocabulary items they are learning in other skill areas of the curriculum. - produce (speak) in an acceptable manner their names, addresses, and telephone numbers. - manipulate the patterns they are learning in both controlled exercises and communicative contexts. Students will learn the meaning of and be able to use appropriately some of the most common speech acts such as: greetings, partings, excuses, polite acceptance, polite refusal and some common directional words such as: right, left, up, down, front, back.	Repetition of meaningful and useful vocabulary items that contain the target sound Repetition of meaningful statements and common phrases and expressions (e.g. greetings, leave takings) Audio lingual pattern drills: (mechanical ↓ meaningful ↓ communicative) repetition, substitution Chain drills Picture elicitation Silent Way elicitation Counseling Learning/Community Language Learning Note: Many of these activities can be done in a language lab.

LEVEL: Pre-literate

Skill Area	Objectives	Techniques
Reading : Pre-reading skills	Students will become familiar with the following concepts: same different opposite circle check underline match (draw a line) height weight length size thickness age number singular/plural letter word sentence spell count present past early late before after favorite Students will learn to discriminate shapes. Students will be able to: - read numbers (1-100) and associate the written symbol with its referent.	Choose the shape that is different.

LEVEL: Pre-literate

Skill Area	Objectives	Techniques
Spelling	Students will be able to: - recognize the letters of the alphabet and make sound-symbol correspondences. - spell their names. - spell as many as possible of the words occurring on a literacy list such as the 100 Most Frequently Used Words.	Name the letter. Produce the sound represented by the letter. Associate a key word and sentence with each symbol (e.g. Ss sit I sit in this seat.). Circle the letter for the first/last sound you hear. Spell aloud. Identify word spelled by the teacher Spelling test Matching exercises - word/picture word/symbol
Reading	- read selected key vocabulary items previously practiced orally including their own names, those of their classmates and teachers and the names of their immediate family members. - read selected phrases, expressions and patterns previously practiced orally. Students will develop word attack skills working in particular with word families.	Manipulation of flash cards Reading aloud following the teacher's model

LEVEL : Pre-literate

Skill Area	Objectives	Techniques
Writing : Copying	Students will be able to copy the following: numbers, letters, their name, address and phone number, basic vocabulary, phrases, expressions and patterns previously practiced orally.	Handwriting exercises Copying exercises
Free writing	Students will be able to write correctly either from dictation or by completing simple writing exercises the following: name, address numbers letters sight vocabulary words vocabulary words from literacy list simple phrases and expressions previously practiced orally.	Dictation Simple completion exercises Simple substitution exercises

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LEVEL: Literate

Skill Area	Objectives	Techniques
Listening	Students will be able to: - discriminate those sounds of English that do not exist or that occur in different environments in the students' native language . - identify the most common intonation patterns of American English: rising, falling, sustained. - recognize the basic stress patterns of English. - recognize and comprehend aurally selected vocabulary items occurring in a controlled context. - recognize and comprehend aurally selected* basic structures of American English. Students will be able to listen to and comprehend (as demonstrated by correct completion of a task) English presented via a different channel (i.e. recorded rather than direct speech).	Aural discrimination exercises in class or in the language lab with minimal pairs, phrases, sentences: same/different; 1 or 2 Exercises to indicate stress, intonation e.g. tap out stress with pencil other gestures to indicate intonation pattern; written exercises where students put in stress marks, intonation arrows (↗↘→) as they read along with the tape Total Physical Response Active Listening with statements in the present and past tenses and including time expressions Listen to a dialog or passage and answer comprehension questions NOTE: Other skills in addition to listening are incorporated here.

* see preceding chart

LEVEL : Literate

Skill Area	Objectives	Techniques
Speaking:	Students will be able to:	Repetition of meaningful and useful vocabulary items that contain the target sound
Pronunciation	- produce correctly those segmental phonemes of English that do not exist or that occur in different environments in the students' native language.	Repetition of meaningful statements and common phrases and expressions e.g. greetings, exclamations, tag questions
	- produce correct word and sentence stress of American English, including correct sentence intonation.	Read and look up
	- produce orally and manipulate correctly in both controlled exercises and communicative contexts the structural patterns and lexical items they are learning.	Audio-lingual pattern drills: repetition, substitution, transformation (mechanical ↓ meaningful ↓ communicative)
Conversation	In addition to adding to the initial repertoire of speech acts learned at the pre-literate level, students will learn to use appropriately and be able to produce correctly some of the basic expressions for: introductions, apologies, asking and giving directions, complaints, getting someone's attention.	Chain drills Picture elicitation Silent Way elicitation Counseling Learning/Community Language Learning
	Students will be able to carry on conversations on a variety of simple topics (e.g. seasons, weather, food).	

LEVEL: Literate

Skill Area	Objectives	Techniques
Reading	Students will be able to: - read the words, phrases, expressions and patterns with which they have had previous oral practice.	Cloze exercises Word study exercises e.g. prefixes, suffixes
	- read numbers beyond 100.	Silent reading in class
	- read commonly seen signs and symbols.	Intensive reading } Plus comprehension questions
	- read selected controlled passages appropriate to their level, needs and interests.	Extensive reading } Plus comprehension questions
	Students will learn to use correctly selected useful vocabulary items.	
	Students will develop word attack skills which will enable them to guess the meaning of unfamiliar vocabulary items from context thus developing a vocabulary for recognition.	Vocabulary exercises
Spelling	Students will be able to spell as many as possible of the words occurring on the weekly spelling list prepared by the teacher.	Spelling test

LEVEL: Literate

Skill Area	Objectives	Techniques
Writing	Students will be able to: - write correctly (including spelling) either from dictation or by completing a given written exercise the following: vocabulary, phrases, expressions, patterns previously practiced orally. - write a simple note or message (e.g. an excuse to a child's teacher), a simple letter (both business and friendly), a simple paragraph on a selected topic. - write numbers beyond 100.	Dictation of numbers, words, phrases sentences and whole passages (full and spot dictation) Writing exercises (book and supplementary exercises): completion (fill in) substitution transformation sentence building scrambled word order sentence combining Writing original sentences with selected structures or lexical items Controlled → semi-controlled → free composition exercises

At the Basic/Intermediate levels, reading and writing serve mainly to reinforce the aural/oral skills. The organization of the following charts shows how this fact is taken into account in curriculum planning.

LEVEL: Basic/Intermediate

SKILL AREA	ORAL COMMUNICATION		LITERACY	
	Objectives	Techniques	Objectives	Techniques
Listening	1. Students will be able to follow and completely comprehend short narratives, explanations and conversations containing familiar vocabulary and structures and delivered at normal speed. 2. Students will be able to follow a short narrative, explanation, or conversation containing some unknown vocabulary and structures and be able to understand the main idea and guess at least some of the unknown items from context. 3. Students will be able to pick specific information such as numbers, names, places, out of the stream of speech. 4. Students will be able to follow oral directions: - how to do something - how to get someplace - what to do (assigned task).	1. Listen and - answer detailed questions (orally) - make oral summary of material heard 2. Listen and - answer objective questions about main idea - give oral summary of main idea - take mental notes to be able to ask about lexical items or expressions not understood. 3. Focus listening so student knows what information he must attend to (pre-listening questions); listen and answer questions orally. 4. - give students (orally or on tape) directions for some activity to be completed in steps; students perform activity with steps in correct order. - give students directions for going somewhere; they must actually go or indicate comprehension through some oral evaluation (e.g. question/answer, repeat questions to another student, role play).	1,2. Students will be able to listen to selected passages recorded or presented orally and demonstrate comprehension by: - completing written exercises - taking dictation of familiar oral English - taking coherent organized notes on material heard. 3. Same as Oral Communication objective #3, but comprehension demonstrated through writing 4. Same as Oral Communication objective #4 but comprehension demonstrated through writing	- written exercises: true - false multiple choice short answer complete sentence answers - dictation: full spot - note taking exercises - choose correct answer from given list - complete a chart or graph - compute correct answer on basis of information heard - write down steps - put written list of steps in correct order - indicate route on a map - write down directions - give a task requiring reading or writing in order to be completed successfully

LEVEL: Basic/Intermediate

SKILL AREA	ORAL COMMUNICATION		LITERACY	
	Objectives	Techniques	Objectives	Techniques
		- explain task (either classroom activity or homework) to students; students must complete the task.		
Pronunciation	1. Students will be able to distinguish <u>all</u> segmental phonemes of American English paying particular attention to those that either do not exist in their native language, or occur in different environments.	(in class or language lab) 1. Aural discrimination exercises with minimal pairs, phrases and sentences same/different		
	2. Students will be able to produce the phonemes of American English in all positions and combinations in which they occur. Goal: acceptable NOT native like pronunciation	2. repetition { words / phrases / sentences } oral production exercises - give opposite member of minimal pair, phrase, sentence.	2. Same as Oral Communication objective #2, but production task tied to written English	- read aloud familiar words, phrases, sentences, which contain the target sounds
	3. Students will be able to recognize and interpret basic stress and intonation patterns of American English (i.e. stress: normal vs emphatic intonation: statement vs question).	3. exercises where students "tap out" or otherwise gesture to indicate recognition of stress and intonation.	3. Same as Oral Communication objective #3, but exercises are written	3. - mark stress and intonation - select best interpretation of utterance from written choices
	4. Students will be able to produce and use correctly basic stress (primary stress/ reduced vowels) and intonation patterns of American English.	4. repetition { practice sentences / dialogs } <u>Jazz Chants</u>	4. Same as Oral Communication #4 but exercises are written	4. read and look up

LEVEL: Basic/Intermediate

SKILL AREA	ORAL COMMUNICATION		LITERACY	
	Objectives	Techniques	Objectives	Techniques
	5. Students will learn to monitor their speech and self correct pronunciation mistakes	5. practice by having students listen to recordings of their speech and point out errors		
Acquisition and Manipulation of Structures	1. Students will be able to comprehend the linguistic and cultural meanings of the structures presented orally.	1. introduce new structures in context (dialog or narrative) and discuss meaning; ask questions to check comprehension	1. Students will be able to understand the linguistic and cultural meanings of the structures when they are encountered in reading passages.	1. read dialog or narrative and answer comprehensive questions - cloze exercises
	2. Students will be able to correctly reproduce and manipulate the new structures.	2. dialog repetition pattern drills: substitution transformation chain question/answer	2. Students will be able to correctly complete or manipulate written (controlled and semi-controlled) exercises containing the new structures - as well as previously presented material	2. substitution exercises sentence completion sentence transformations sentence combining write answers to questions write questions on reading or assigned topic interview someone: write the questions and their responses
	3. Students will be able to use the new structures in ways that are linguistically correct and culturally appropriate (i.e. communicative competence).	3. dialog completion or creation role plays picture elicitation conversational question/answer (i.e. communicative) exercises conversational exchanges using new patterns (communicative exercises)	3. Students will be able to use the new structures correctly in free writing (e.g. original sentences, extended writing: dialogs paragraphs compositions	3. write sentences, short passages, or dialogs on a given topic other writing exercises: personal letter, simple business letter, class experience story, notes to child's teacher

LEVEL: Basic/Intermediate

SKILL AREA	ORAL COMMUNICATION		LITERACY	
	Objectives	Techniques	Objectives	Techniques
	4. Students will be able to monitor their speech and correct grammatical mistakes	4. - set of cues/gestures to indicate that a correction is in order - self correction of own recorded speech	4. Students will be able to recognize and correct mistakes in their own written work and that of other students	4. give students transcriptions of oral work or copies of written work - look for mistakes and correct.
Conversation	1. Students will learn to interpret correctly and respond appropriately to given speech acts (e.g. "How are you?" is a greeting not a signal for giving a detailed answer) 2. Students will be able to produce speech acts appropriate to a given situation and in appropriate register (e.g. request, invite, accept, reject, complain, apologize, suggest) 3. Students will be able to initiate and respond appropriately to utterances in both formal and informal registers 4. Students will be able to participate in conversations on simple topics (e.g. personal experiences, likes, dislikes, plans, opinions) in a manner understanable to a native speaker	1,2,3 explanation and discussion repetition of common conversational cues (C) and rejoinders (R) (e.g. C: "What's new?" R:"Not much") interaction activities dialogs role plays problem solving 4. conversation circle (group or class), pair interviews and report back, conversation partners active listening problem solving		

LEVEL: Basic/Intermediate

SKILL AREA	ORAL COMMUNICATION		LITERACY	
	Objectives	Techniques	Objectives	Techniques
	5. Students will learn to identify the kinds of questions that are inappropriate to ask in American culture. (e.g. How much money do you make? Why are't you married?)	5. explanation and discussion		
	6. Students will be able to give a short talk on a simple topic and in a comprehensible manner.	6. student presentations - can be taped and reviewed - questions from other students		
	7. Students will learn the appropriate language for handling situations in which they do not understand what is being communicated to them.	7. practice with formulaic expressions (e.g. Please repeat that. I'm sorry. I didn't understand.)		
Vocabulary evelopment	1. Students will be able to understand vocabulary * heard in contexts reflecting daily life and work related topics.	1. direct teaching of new vocabulary (in context)	1. Students will be able to understand vocabulary* items presented in a reading passage.	1. read a passage and answer questions on the material - questions focus on the vocabulary - type of questions will vary depending on whether the vocabulary is for recognition or production
	2. Students will learn to guess the meaning of new vocabulary* from context (oral).	2. introduce new vocabulary in a dictation passage with context clues; students must guess the meaning of the item(s)	2. Students will be able to use context clues (written) to understand new vocabulary.*	2. practice with context clues
	*Some of these items will be for recognition only. Others will form part of the students' active vocabulary.]		*Some of these items will be for recotnition only. Others will form part of the students' active vocabulary.]	

LEVEL: Basic/Intermediate

SKILL AREA	ORAL COMMUNICATION		LITERACY	
	Objectives	Techniques	Objectives	Techniques
	3. Students will be able to produce the appropriate vocabulary to express practical needs and engage in simple social interaction including job related situations (i.e. vocabulary for production).	3. practice using new vocabulary items in new and previously presented structures and in free conversation on topics which elicit such vocabulary (e.g. in the Living/ Job Skills class)	3. Students will be able to use this target active vocabulary in written work.	3. write original sentences; write a composition on a topic requiring the use of this active vocabulary
			4. Students will be able to spell the most frequently used words in this active vocabulary.	4. spelling list spelling test
			5. Students will be able to use a dictionary.	5. dictionary exercises alphabetical order exercises choosing correct definitio when more than one is possible (e.g. well)

LIVING/JOB SKILLS CURRICULUM

The principal objectives of most ESL programs for refugees are generally stated in terms of what are perceived to be the primary needs of the refugee: to acquire such basic competencies as oral language, literacy, living (in some cases survival) skills and occupationally transferrable skills, in order to become self-sufficient, job-ready and culturally competent.

For anyone entering a new culture, regardless of proficiency in the language of that culture, a great deal of information has to be processed, in particular, information about the new culture: concepts, values, customs, procedures. To wait until the incoming refugee has become proficient enough in English to acquire this information via the second language is not feasible. Thus, the use of an interpreter is highly recommended to facilitate the dissemination of information to the refugee. At all levels actual "hands on" experiential learning activities as well as organized field trips are strongly encouraged. For the refugee, the <u>experience</u> is worth a thousand words.

In the Living/Job Skills module, then, we are dealing with knowledge or information objectives as well as performance objectives. All students, regardless of proficiency level, must be exposed to the same information about the new culture in order to be able to acculturate more easily and more readily. The basic difference is that for some the information will be communicated in English, for others in the native language. A caution, however, is in order. The fact that one uses an interpreter to impart the information to the lower level students does not guarantee understanding on the part of the students. Often, the concepts presented are so new that even when presented via the students' own language understanding does not automatically follow.

In order to make it possible for all refugees to become self-sufficient, job ready and culturally competent, the recommended strategy for the Living/Job Skills curriculum is spiraling, that is, reviewing, reinforcing, and adding to the base until the final objectives are achieved. At the pre-literate level, the focus will be on presenting the basic concepts and vocabulary and also some useful structures principally using aural/oral instruction. At the literate level, this foundation can be expanded to include some literacy work, still dealing with the same content area. Finally, at the basic/intermediate level, students will have the opportunity to practice and reinforce the cultural knowledge and behaviors, as well as the vocabulary and structures presented, reviewed, and expanded upon during the course of the program in order to realize the final objectives.

If a student enters at the basic/intermediate level, it cannot be assumed that he has already acquired the concepts, vocabulary and basic structures that are presented at the pre-literate and literate levels, though it is hoped that the student will have had some initial exposure. This student can, however, be expected to achieve the final objectives as stated for the basic/intermediate level provided he is given an opportunity (perhaps through a tutor) to acquire the information upon which to build. Herein lies the justification for spiraling the content of the Living/Job Skills curriculum. The students are acquiring cultural information which provides a meaningful context for the language they are learning. By continually reviewing reinforcing and adding to the foundation built at the beginning levels, students can reach the point where they will have enough language, knowledge <u>and</u> confidence in their ability to successfully achieve the final objectives.

For all recently arrived refugees, regardless of English proficiency, there are certain aspects of American culture with which they are unfamiliar. These facets of American society comprise the different content areas of the Living/Job Skills class. Granted, the amount of information that can be presented in English and the amount of English language instruction that can be expected will vary with the level of the class. Two key features can contribute greatly to assuring successful cultural orientation/acculturation of the refugee: 1. use of an interpreter
2. spiraling

1. When the immediate concern of the teacher is to communicate vital information to the students, the most efficient way to do so is through an interpreter. Language instruction can follow. Use of an interpreter is highly recommended in beginning level classes in order to ensure that the information is being communicated.

2. Students can process only a certain amount of new material at one time. When a new concept is first introduced, it would be unrealistic to expect the students to fully understand the concept and learn all the appropriate lexical, structural and sociolinguistic (rules of proper usage) items needed to perform successfully in the new situation. To stay on the same topic until students have achieved mastery would also be unrealistic, and quite boring, thus, the need to spiral the material within and across levels. The following charts are quite self-explanatory. The underlying theory is to establish a base, be it lexical, structural or conceptual, and continually build onto that base, first reviewing what has been previously presented and then adding new information to it.

The content areas are not listed in any order of difficulty; rather, the Living Skills topics are presented first. Following are the Job Skills topics. Students' needs will determine the area chosen for instruction. Information and performance objectives, as well as suggested techniques are included.

CONTENT AREA: Health Care

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will be made aware of the location of hospitals, clinics, fire and police departments in their area. Students will learn basic procedures of dental hygiene (brushing/flossing). Students will learn basic first aid procedures. Students will be able to identify: parts of the body ailments common over the counter remedies. Techniques/Activities: Teacher presentation with interpreter Field trips Films/filmstrips/ slides Classroom practice: brushing flossing, bandaging, etc. Guest speakers: dentist hygienist Red Cross representative public health nurse al practice with visuals and mples of actual products	Objectives: Students will become familiar with the types of services offered in general at most health care facilities. Students will become acquainted with the basic procedures of preventive health care. Students will be able to read and identify in writing the parts of the body, ailments, common over the counter medicines. Techniques/Activities: Teacher presentation Guest speakers: hospital/clinic administrator health educator Films/filmstrips/slides Field trips Reading and writing exercises with labels, diagrams of body, illustrations of ailments	Objectives: Students will learn about specific services available at local medical and dental facilities. Students will learn how to use those facilities. Students will become familiar with the most common illnesses and medicines. Students will be able to -make a medical or dental appointment by phone or in person -explain the nature of the problem -answer questions about the problem -select the proper non-prescription medicine and read and understand instructions for use: when to use dosage (amount and frequency) warnings and restrictions -understand and follow verbal or written instructions for the use of prescribed medication. Techniques/Activities: Guest speakers: doctor pharmacist Field trips Teacher presentations Readings Sharing of experiences and information among students Films/filmstrips/slides Role plays Reading labels on prescribed and over the counter medicines Discussions in class with focus on students' own problems/experiences

CONTENT AREA: Emergency Procedures

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will learn to identify an emergency and have an idea of what to do in case of fire, medical emergency, etc. This includes learning the emergency phone number. Students will be able to give essential information over the phone in case of an emergency and in very simple English. Techniques/Activities: Presentation with interpreter by teacher or guest speaker: police officer fireman paramedic Films/filmstrips/slides Classroom practice with "emergency speech" Help! My name is _____ My address is _____ My phone number is _____ I speak _____ I don't speak English. Tele-trainers * * on loan from telephone company	Objectives: Students will become more familiar with emergency procedures including the various types of emergencies and the appropriate authorities to call: fire, poisoning, death, arson, serious illness. Students will be able to report an emergency to the proper authorities in fairly comprehensible English. Techniques/Activities: Teacher explanation Guest speakers Short, controlled readings Dialogs Role plays Tele-trainers	Objectives: Students will learn exactly what to do in case of a fire, an accident at home, a car accident, a serious illness, a crime. In comprehensible English, students will be able to: - inform proper authorities of the nature of the emergency by phone or in person - give relevant information such as address, telephone number - ask for instructions - ask for information to be repeated if they do not understand. Techniques/Activities: Guest speakers Teacher presentation Readings Sample dialogs Dialogs - student created Role plays Tele-trainers

CONTENT AREA: Police and Law

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will become acquainted with the concepts of laws, rights, privileges, responsibilities, crime. Students will learn about some of the basic legal requirements in the U.S.: driver's license marriage license drinking age. Students will be made aware of the existence of basic rights and responsibilities of U.S. residents. Students will be able to locate and dial the telephone number of the police station closest to their home and in very simple English identify themselves and indicate the need for assistance. Techniques/Activities: Teacher presentation or guest speakers: police officer lawyer city councilman state representative (with interpreter) Field trip to city hall, police station (local and state), jail, court house, capitol Have students prepare a slip of paper with the number of the police; the paper is to be kept on their person. Dialogs "speeches"	Objectives: Students will become familiar with the basic organization of local, state and federal police systems. Students will be made aware of some of their basic rights as non-citizen residents of the U.S. Students will learn where and when to go for legal advice/help. Legal Aid Societies Neighborhood Legal Services. Students will learn the procedures for applying for a driver's license. Students will be able to call the police and indicate the nature of their problem and the need for assistance (in fairly intelligible English). Students will be able to apply for a driver's license. Techniques/Activities: Teacher presentation Guest speakers: police officer lawyer city councilman state representative representative of AAA Field trips Dialogs Role plays Classroom practice with forms and with driver's manual	Objectives: Students will learn: - when and how to contact police - how to protect themselves against crime - the basic features of the laws that affect them: immigration traffic child care (e.g. neglect) driving/insurance - their legal rights including their rights as tenants - the procedures for applying for citizenship. Students will be able to call the police and in intelligible English report a crime or disturbance. Students will be able to answer questions, in comprehensible English, about the crime etc. Students will know what to do if - a stranger tries to break into their home - they are being followed or harrassed. Students will learn to protect their possessions, both personal and family. In case of involvement with the police, students will be able to - ask for an interpreter to assist if necessary - ask for a lawyer.

CONTENT AREA: Police and Law (cont)

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
		Techniques/Activities: Teacher presentations Readings Guest speakers: police officer lawyer city councilman state representative INS officer representative of AAA Field trips Field trip to site of driving examination Problem solving Role plays Dialogs Skits Sharing experiences Classroom practice with actual forms

CONTENT AREA: Food and Nutrition

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will become familiar with the procedures for getting supplemental foods. Students will be introduced to the concepts of supermarket, specialty store, neighborhood grocery store. Students will be able to identify some of the most common foods such as fruits, meats, vegetables, dairy products, cereals, desserts, beverages. Techniques/Activities: Teacher presentation (with interpreter) Guest speakers: representative of supplemental food distribution office Field trips Oral practice with visuals	Objectives: Students will become familiar with the notion of four basic food groups and will understand some of the principles of good nutrition. Students will be able to read and identify the most common foods such as fruits, vegetables, meats, dairy products, cereals, desserts, beverages. Students will be able to identify some of the basic food items typical of American culture and learn some ways to prepare them in order to yield a nutritional yet economical meal. Student will be able to prepare a meal consisting of readily available, economical ingredients. Techniques/Activities: Teacher presentation Guest speakers: nutritionist home economist Films/filmstrips/slides Written exercises "hands on" experience	Objectives: Students will become acquainted with such concepts as vitamins, minerals, fats, carbohydrates and protein and their relationship to the students' and their families' health. Students will be able to - read and understand package labels - plan balanced meals - do comparison shopping. Techniques/Activities: Teacher presentation Guest speakers Field trips Classroom practice

CONTENT AREA: Family and Housing

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will be introduced to the basic structure of the American family. Students will become acquainted with the basic features of a house or apartment including the various rooms and functions of each. Students will understand some of the basic principles of personal hygiene pertaining to themselves and to other members of their families. Students will be able to identify: family relationships (mother, aunt, etc.) rooms of the house consumer items for personal hygiene such as soap, shampoo, deodorant, laundry detergent. Techniques/Activities: Teacher presentation (with interpreter) Oral practice with visuals	Objectives: Students will be made aware of their responsibilities as tenants. Students will become familiar with the various day care options available. Students will be able to report apartment problems to the landlord in comprehensible English. Students will be able to read and identify in writing family relationships, rooms of the house, consumer items for personal hygiene. Techniques/Activities: Teacher presentation Guest speakers: apartment manager United Way representative Short controlled readings Films/filmstrips/slides Role plays Problem solving activities Dialogs Dyads Written exercises	Objectives: Students will be made aware of the various housing options available to them buy/rent house/apartment. Students will be able to identify sources of information on housing (e.g. newspaper ads) and will be able to - read the ad - determine suitability of the place described (size, cost, restrictions) - call for an apointment. Students will be able to arrange for daycare for their children. Techniques/Activities: Teacher presentation Readings Guest speaker: realtor Classroom practice with ads Dialogs Role plays

CONTENT AREA: Using the Telephone

Pre-Literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will learn to use a telephone including the mechanical as well as the language features. Students will learn to use a public phone. Students will be able to mark (dial or push) a telephone number. Students will be able to answer the phone correctly with minimum language skills. Students will be able to call a number and, in very simple English, ask for another person. Techniques/Activities: Teacher explanation and demonstration (with interpreter) Classroom practice with telephones Tele-trainers Repetition and memorization of basic phrases and expressions Dialogs	Objectives: Students will become acquainted with the basic organization and uses of a phone book. Students will become familiar with the procedures for getting directory assistance and for handling a wrong number. Students will be able to use the phone book to find a number. Students will be able to call directory assistance for a number. Students will be able to make a variety of calls for various purposes and in intelligible English. Techniques/Activities: Teacher presentation Classroom practice using the phone book Teacher made exercises for classroom and homework practice Recorded telephone conversations Dialogs Role plays Tele-trainers	Objectives: Students will become acquainted with the system of area codes, time zones, rate schedules, yellow pages. Students will be made aware of the existence of laws relating to telephone use. Students will be able to - locate an area code for a given city - find the location of a business or residence given the phone number (i.e. area of the city) - make time conversions according to area of the country - use the yellow pages - use the phone to meet basic needs just as a native speaker would. Techniques/Activities: Teacher presentation Guest speaker: telephone company representative Films/filmstrips Tele-trainers Dialogs Role plays Written exercises

CONTENT AREA: Getting Around

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will learn the significance of concepts such as: address { house number, street name, city, state, zip code } street signs traffic signs right, left. Students will learn to take the bus and will become familiar with such items as transfer, pass, token. Students will be able to identify the most common forms of transportation and some of the most common buildings. Students will be able to identify such key signs as STOP, WALK, DON'T WALK, BUS STOP. Techniques/Activities: Teacher presentation (with interpreter) Visuals to cue oral practice Question/answer practice Observation of actual signs ("walking field trip")	Objectives: Students will become familiar with maps and bus routes. Students will learn N-S-E-W orientation as it applies to their surroundings. Students will be able to read and understand common abbreviations such as: St. Ave. Blvd. Students will be able to read and correctly pronounce street names common to their area. Students will be able to read common functional and survival signs: NO SMOKING KEEP OUT. Techniques/Activities: Teacher presentation and demonstration Short controlled readings Visuals to cue oral and written practice	Objectives: Students will become familiar with local available transportation. Students will be able to: - read a bus schedule - read a city map - ask for and understand information about bus schedules and routes - ask for and understand directions for getting someplace. Techniques/Activities: Teacher presentation Readings Guest speaker: representative from transit company Classroom practice with schedules and maps Role plays Telephone calls to transit office Asking a stranger for directions

CONTENT AREA: Consumer Information

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
jectives: udents will become familiar with the ny options available to the American nsumer (e.g. department store, discount ore, specialty shop). udents will become familiar with such ncepts as clerk, cashier, checkout, press. udents will become familiar with the stem of marking prices and will be able read prices and associate a money value th the price. udents will be able to identify the llowing - shops and stores - articles of clothing - items of furniture - household furnishings. echniques/Activities: eacher presentation (with interpreter) uest speaker (e.g. representative of Better Business Bureau) ield trips to local stores and shops ral drill using visual cues	Objectives: Students will become aware of the many services available to the American consumer in addition to stores, shops and restaurants. (e.g. movie theater, library, dry cleaner, laundromat etc.). Students will become acquainted with the procedures for - buying on credit - buying from a catalog - using coupons. Students will be able to recognize, read and identify in writing the following: - shops and stores - articles of clothing - items of furniture - household furnishings. Techniques/Activities: Teacher explanation Short readings Field trips to library, theater, etc. Guest speakers Films/filmstrips/slides Classroom practice with written exercises	Objectives: Students will become aware of their rights as consumers and the names of the agencies that protect these rights Students will learn the best places to shop in their neighborhood. Students will learn how to get additional information about particular consumer items, sales, specials, bargains, etc. Students will be able to - find, read and understand newspaper ads - read product warranties - use financial resources effectively. Techniques/Activities: Teacher presentations Films/filmstrips/slides Readings Guest speaker: (e.g. consumer specialist) Field trips Classroom practice

CONTENT AREA: Banking

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will learn the basic concepts associated with banking as it pertains to their immediate needs: cash/check check endorsment cash a check. Students will be able to identify a check. Students will become familiar with the American monetary system. Techniques/Activities: Teacher presentation with interpreter Classroom practice	Objectives: Students will be made aware of the existence of banks and the advantages of using a bank and the services offered. Students will become acquainted with money orders, checks, traveler's checks and the procedures for getting them. Students will be able to distinguish between: check money order traveler's check. Students will be able to purchase a money order. Techniques/Activities: Teacher presentation Guest speaker: bank representative Field trip to bank	Objectives: Students will become familiar with the functions and the operation of a bank e.g. types of accounts, services offered, monthly statement. Students will be able to - open an account - write a check - balance a checkbook - fill out deposit and withdrawal slips. Techniques/Activities: Teacher presentations Readings Field trip Classroom practice with - application forms - sample checks - check registers - deposit and withdrawal slips

CONTENT AREA: Schools

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will be made aware of the laws regarding parental responsibilities and the education of children . Students will be made aware of some of the basic features of American education: public/private schools levels of education (nursery to university) staff: principal counselor nurse homework report cards . Techniques/Activities: Teacher presentation (with interpreter) Guest speaker: school principal Field trip	Objectives: Students will become familiar with the procedures for registering their children for school including immunization requirements. Students will become acquainted with the schools' expectations of parents - conference with child's teacher - participation in child's school activities . Techniques/Activities: Teacher presentation Guest speakers Field trips	Objectives: Students will become familiar with the organization of the American school system including all types of education and admission requirements. Students will be made aware of their rights and responsibilities as parents of students within the system. Students will become familiar with programs such as PTL, PTO, PTA. Students will learn to read and understand a report card. Techniques/Activities: Teacher presentation Readings Guest speakers Field trips Classroom practice

CONTENT AREA: Math

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will learn the basic concepts of numbers, counting, addition and subtraction. Students will be able to do simple single-digit addition and subtraction. Students will be able to make change for small amounts i.e. under $1.00. Techniques/Activities: Teacher explanation (with interpreter) Classroom practice identifying coins and bills and learning equivalencies (e.g. There are three nickels and one dime in a quarter.) Math exercises - oral and written	Objectives: Students will learn the concepts of carrying and borrowing and multiplication and division. Students will demonstrate familiarity with the American money system -- making conversions from another system, working out problems within the system. Students will be able to do basic addition, subtraction, multiplication and division of whole numbers and dollars and cents. Techniques/Activities: Teacher explanation Classroom practice -- both written and oral exercises	Objectives: Students will learn more advanced mathematical concepts such as fractions, decimals, percentages. Students will learn the basic systems of weight and measurement (including metric) and the applications of each. Students will be able to do written exercises with the above math concepts and weights and measurements. Techniques/Activities: Teacher explanation Classroom practice -- written and oral exercises.

NOTE: It is recommended that math skills not be taught as an isolated entity but rather that they be incorporated into other areas of the Living/Job Skills so that students see the relevance of math to their daily lives.

CONTENT AREA: Job Preparation

Pre-literature (Oral Emphasis)	Literate	Basic/Intermediate
Objectives: Students will become acquainted with many of the "labels" and concepts needed to identify themselves in this society: name address Social Security number telephone number date of birth age Alien number Students will learn to recognize by size and shape the following: Social Security card I-94 (Alien card) Medicaid card Students will be able to give the correct information (orally) when asked for: name { first, last address { number, street, city, state, zip code telephone number Social Security number Alien number (I-94)	Objectives: Students will learn the meaning of the following concepts: Mr. Mrs. Miss Ms. Dr. maiden name initial Students will learn to identify sources of jobs and job counseling. Students will be able to supply the following information (in writing) on a standard application form: name { first, last, maiden initial address: number, street, city, state, zip birth date age date marital status Students will be able to fill out an alien report form.	Objectives: Students will be given basic information and guidelines on the following: - getting a job: . how to find out about a job . how to choose an appropriate . how to make a good impressi on a prospective employer - job interview procedures - types of jobs available and requirements (i.e. job descript - work related concepts: . hours . wages (minimum wage) . unions . benefits/deductions . taxes - working conditions, basic rights and responsibilities - how to keep a job: expected behavior Students will be able to: - find and read want ads to locate possible jobs - express interest in and call for information about the job - set up an appointment for an interview - fill out a job application - answer the most common question asked in an interview - fill out a W2 form - determine salary if paid by the hour - ask appropriate questions during an interview.

CONTENT AREA: Job Preparation (cont)

Pre-literate (Oral Emphasis)	Literate	Basic/Intermediate
Techniques/Activities: Teacher presentation (with interpreter) Teacher asks for item and student presents correct card (form) Chain drills Questions/answer exercises Dialogs Role plays	Techniques/Activities: Teacher presentation Short controlled readings Field trip to Job Service Guest speakers Films/filmstrips/slide Practice with a variety of forms Exercises changing: - written date to numerical form - full name to initials Exercises to build association between number of digits and item e.g. seven digits = Social Security number Practice with forms	Techniques/Activities: Guest speakers: career counselors representatives from local companies Teacher presentations Newspapers Readings Sample dialogs Field trips to factories, plants Films/filmstrips/slides Role plays Classroom practice e.g. - filling out applications - understanding abbreviations found in ads Mock interviews Math exercises Story problems (math) Problem solving activities

Advanced Level Curriculum: some suggestions

In general, the students who have been placed in an advanced level class are those students who have already achieved the major objectives of an ESL program for refugees. They are self-sufficient, employed and aware of cultural differences. Their primary motivation for pursuing ESL instruction is usually to refine or polish their English language skills particularly as language proficiency relates to employment. For such a student population, the major objectives of the curriculum should be as follows:

ORAL COMMUNICATIONS (listening and speaking)

The students will learn to become active participants in communication. Such a skill includes the ability to increase one's knowledge of English by listening to and being able to understand the English spoken by native speakers in natural contexts and every-day situations. In addition, students should learn to rephrase their own words when they are not understood. This includes being able to - or at least trying to - explain what one means even when the exact word is not known. Furthermore, students should learn how to express lack of understanding and how to ask for clarification in a way that is acceptable to native speakers.

Techniques: Expose the students to as many speakers and as many varieties of American English as possible (teacher, tapes, guest speakers).

Vary the content of the material chosen for listening practice (dialogs, conversations, narratives, news reports...).

Encourage students to speak by providing a supportive, non-threatening classroom atmosphere. Consistently correct students without embarrassing them.

Give students the opportunity to practice explaining the meaning of a new vocabulary item and/or to explain what they mean even when they do not know the exact word.

LITERACY (reading and writing)

Students should work toward increasing reading speed, improving reading comprehension, increasing vocabulary, both active and passive (i.e. vocabulary for recognition as well as vocabulary for production) and improving their ability to write in English.

Techniques: Provide a variety of reading passages and exercises to develop and expand reading skills. Expose students to different literary genres as well as to the kinds of things they have to read every day (operator's manuals, signs, advertisements, magazine and newspaper articles).

Choose vocabulary items that relate to the students' employment situation. Individualize or work in small groups whenever possible.

Give students a variety of writing exercises, particularly exercises where they must do the kind of writing that they are required to do in their daily lives: autobiographical paragraphs, letters - both business and friendly - short notes or messages - including telephone messages.

LIVING/JOB SKILLS

For this segment of the curriculum, content should be limited to covering those areas which deal with the cultural differences between Americans and Indochinese. The main objective should focus on the students' developing self-confidence and a positive self image in order to deal effectively with Americans both on the job and in everyday life situations. Students should be made aware of the advantage of projecting a positive image as opposed to giving the impression of being shy, sullen, or ignorant. This includes learning to change "I don't know." or "I can't" attitude to a more positive one. Students should become aware of those nuances which often lead to misunderstanding or miscommunication across cultures (e.g. responding with more than just a yes/no answer; interpreting non-verbal cues including eye contact, posture, gestures, clothing, smells, body contact (i.e. touch). Students should be made aware of the different impressions created by the pitch or loudness of one's voice. In addition to this awareness, students should also be able to use appropriate verbal and non-verbal cues in order to present themselves in a positive, impressive manner.

Techniques: Classroom discussion of and "group therapy" sessions with the actual problems students confront at work and in other day to day situations is the most logical procedure to follow. Also, viewing and discussing films depicting such problems/situations seems to be a good technique for leading students to the point where they become active, confident participants in communication.

An ideal situation for such an advanced level class would be one in which the employer - either through some type of matching funds agreement or on the job training arrangement - would have direct input into the curriculum. This would give the teacher the opportunity to become aware of exactly what the students needs and problems are. If such a set up is not possible, the best one can hope for is to have a group of students who are open to expressing their needs and discussing their problems. Unless the teacher or curriculum planner is aware of what the students need, he/she cannot really be too helpful.

EVALUATION

The following suggested evaluation tools are just that, suggestions. There is no empirical evidence (i.e. statistical data) to support choosing these items as a valid or reliable means of assessing student proficiency and determining student placement. These particular suggestions have been made solely on the basis of eleven months of experience and experimentation during which time students at the three levels described here were tested using standardized tests (e.g. ESLOA)* as well as teacher-made tests. The questions and activities included here reflect the types of items that students at these levels were able to handle and are offered as suggested evaluation tools because of the effective and consistent way in which the items discriminated among students at the pre-literate, literate and basic/intermediate levels.

When evaluating students the following suggestions should be kept in mind.

1. Make the situation as comfortable as possible for the student. Create a conversational rather than a testing atmosphere.

2. Make the student feel that he is communicating with you rather than that he is being tested.

3. Ask real questions. Avoid such "non-questions" as:
   Is your son a boy?
   Did you get up this morning?

4. Ask relevant questions. Students are learning English for very practical purposes: self-sufficiency and job-readiness. Choose questions which reflect the students' needs, interests and range of experiences. Avoid questions such as:
   What do you consider to be the most serious issue confronting the leaders of the 80's?

5. Make sure the student understands what you are asking him/her to do. Poor performance should be indicative of language proficiency not of confusion about testing procedures.

NOTE: If the student is unable to complete most (75%) of the items suggested for a particular level, then he/she should be placed at that level for ESL instruction.

* see Materials section for complete reference

EVALUATION Level: Pre-literate

A. ORAL

1. Given a visual cue the student will be able to identify orally:

   a) some of the most common fruits, vegetables, articles of clothing, classroom objects, items of furniture, colors, occupations, forms of transportation, buildings

   b) the principal parts of the body and rooms of the house

   c) some commonly used descriptive adjectives (e.g. tall, short, fat, thin...)

   d) numbers to 100

   e) the letters of the alphabet

   f) time of day -- hour, half hour and quarter hours

   g) American coins

2. Students will be able to understand simple oral commands and demonstrate their understanding by performing the action indicated · (e.g. Pick up the pencil. Please open the door.)

3. Student will be able to name the days of the week.

4. Student will be able to show appropriate documents in response to inquiry: (e.g. Social Security card, I-94)

5. Student will be able to answer the following questions: (Criterion for evaluation: effective communication of information.)

   a) What is your
      name?
      first name?
      last name?
      address?
      apartment number?
      zip code?
      telephone number?

   b) What is your (family member's)
      name?
      first name?
      last name?
      address?
      apartment number?
      zip code?
      telephone number?

   c) Are you
      single?
      married?
      Vietnamese/Lao/Hmong/Cambodian/Thai ?
      from Vietnam/Laos/Cambodia/Thailand?
      living in (city) ?

d) How many

children do you have?
people live with you?

e) Where are you from?

f) Do you

study?
work?
smoke?
speak English/Lao/Thai/Hmong/Cambodian/Vietnamese?
live in (city) ?

B. WRITTEN

1. Write the numbers you hear.
   Dictate numbers at random including several examples of each of the following:

   isolated digits (1 to 100)
   telephone numbers
   addresses (i.e. house numbers)
   Social Security numbers

2. Complete the following:

Name: _____
Last First

Address: _____
Number Street Apt.

_____
City State Zip

_____
Telephone No.

3. Complete single digit addition and subtraction problems.

EVALUATION Level: Literate

A. ORAL

1. Given a visual cue student will be able to:

   a) tell time to the minute

   b) read prices

   c) identify and read aloud informational and directional signs

   d) give the date (day - month - year)

2. Student will be able to answer the following questions. These are in addition to the questions suggested for the pre-literate level. Criterion for evaluation: effective communication of information.

   1. Where do you live?
   2. Where were you born?
   3. When did you come to the U.S.?
   4. What is your date of birth?
   5. Can you drive a car?
   6. Do you have a driver's license?
   7. Will you learn to drive a car?
   8. Did you live in the camps in Thailand?
   9. How long did you live in the camps?
   10. When were you born?
   11. Do you study English? (If No - go to #14)
   12. How many hours a day do you study?
   13. What are you going to do after the English course?
   14. Do you want to study English?
   15. Will you look for a job?
   16. Can you speak any other languages?
   17. Who lives with you?
   18. Do you have children? (If No - go to #20)
   19. Do your children to to school?
   20. How old are you?
   21. Where did you live last year?
   22. Did you work in your country?
   23. What kind of work did you do?
   24. When do you want to work, during the day or at night?
   25. How much money do you hope to make?

EVALUATION Level: Literate

B. WRITTEN

1. Student will be able to write the answers to the questions listed on the previous page.

2. Students will be able to complete the following (in addition to the information asked for on the pre-literate test).

			-			-				

Social Security Number

Date _____

or

Date of Birth

Age _____

Native Country _____

Marital Status Married ☐

Single ☐

No. of children ☐

Sex M ☐

F ☐

3. Student will be able to do simple addition, subtraction, multiplication, and division of whole numbers as well as dollar and cents amounts.

4. Student will be able to make change.

EVALUATION

Level: Basic/Intermediate

A. GOAL

Student will be able to answer the following questions. These questions are in addition to those suggested for the pre-literate and literate levels. (Criteria for evaluation: effective communication of information.)

1. What did you do before you came to the U.S.?
2. How long have you lived in this state?
3. How did you hear about this state?
4. What have you been doing since you left your country?
5. What are your plans for the future?
6. Where did you study English? How long did you study?
7. Are you currently employed?
8. Do you prefer to work or to study?
9. Why do you want to work (to study)?
10. How many hours a day would you like to study (work)?
11. Could you work (study) nights?
12. Would you work (study) weekends?
13. Are you married? (If Yes continue; if No - go to #15)
14. What does your wife (husband) do?
15. How many people are there in your household?
16. Have you ever worked in the U.S.?
17. How much do you expect to earn when you find a job?
18. What will you do until you find a job?
19. Would you want to study English while you are working?
20. How did you get here today?
21. How would you get to work (school)?
22. How long have you been living in the U.S.?
23. What kind of work would you like to do?
24. Why would you like to do this type of work?
25. Who brought you here today?

EVALUATION Level: Basic/Intermediate

B. WRITTEN

1. Student will be able to write the answers to the questions listed above.

2. Student will be able to fill out a standard application form.

3. Student will be able to supply personal identification information for family members.

4. Student will be able to write a short autobiographical paragraph.

5. Student will be able to do mathematical problems, including story problems which involve the following operations:

   a.) addition, subtraction, multiplication, division of whole numbers, fractions, decimals, weights and measurements

   b. conversions of weights and measurements

   c. percentages.

MATERIALS

CORE TEXTS

Pre-literate level

Haverson	MODULEARN ESL LITERACY PROGRAM	Modulearn, Inc.
Longfield	PASSAGE TO ESL LITERACY	Delta Systems Co., Inc.
Mellgren and Walker	NEW HORIZONS IN ENGLISH (1)*	Addison Wesley
Sampson	NEW ROUTES TO ENGLISH (1)*	Collier Macmillan

*use only after a fairly long pre-reading period

Literate level

_____	ESL - A NEW APPROACH FOR THE 21st CENTURY (1-20)	Modulearn, Inc.
Sampson	NEW ROUTES TO ENGLISH (2)	Collier Macmillan
Cornelius	NEW ENGLISH COURSE (1)	ELS Publications
Molinsky and Bliss	SIDE BY SIDE (1)	Prentice-Hall, Inc.
Mellgren and Walker	NEW HORIZONS IN ENGLISH (2)	Addison-Wesley

Basic level

_____	ESL - A NEW APPROACH FOR THE 21st CENTURY (21-40)	Modulearn, Inc.
Cornelius	NEW ENGLISH COURSE (2)	ELS Publications
Molinsky and Bliss	SIDE BY SIDE (2)	Prentice Hall, Inc.
Mellgren and Walker	NEW HORIZONS IN ENGLISH (3)	Addison-Wesley

Intermediate level

Cornelius	NEW ENGLISH COURSE (3)	ELS Publications
O'Neill et.al.	AMERICAN KERNEL LESSONS:INTERMEDIATE	Longman, Inc.
Mellgren and Walker	NEW HORIZONS IN ENGLISH (4)	Addison-Wesley

NOTE: Many of the above mentioned series consist of teacher's guide, tests, visuals, tapes and student workbook in addition to the basic text. Consult the publishers' catalog for a complete description. A list of publishers and their addresses appears at the end of this section.

SUPPLEMENTAL MATERIALS

Listening

Morley	IMPROVING AURAL COMPREHENSION	University of Michigan Press
Morley	LISTENING DICTATION	University of Michigan Press

Pronunciation

Bens	ACTIVE ENGLISH PRONUNCIATION AND SPEECH	Prentice-Hall, Inc.
Nilsen and Nilsen	PRONUNCIATION CONTRASTS IN ENGLISH	Regents
Trager and Henderson	PRONUNCIATION DRILLS FOR LEARNERS OF ENGLISH	ELS Publications
_____	SILENT WAY fidels and word charts	Educational Solutions
_____	PRONUNCIATION LESSONS Vol.8 and visuals	Modulearn, Inc.

Stress, Rhythm and Intonation

Graham	JAZZ CHANTS	Oxford University Press
Osman and McConochie	IF YOU FEEL LIKE SINGING	Longman, Inc.

Speaking/Conversation

Hines	SKITS IN ENGLISH	Regents
Winn-Bell Olsen	COMMUNICATION STARTERS	Alemany Press
Nelson	ESL OPERATIONS:TECHNIQUES FOR LEARNING WHILE DOING	Newbury House
Romijn and Seely	LIVE ACTION ENGLISH	Alemany Press
Carver and Fotinos	A CONVERSATION BOOK 1,2	Prentice Hall, Inc.
Dobson and Sedwick	CONVERSATION IN ENGLISH - POINTS OF DEPARTURE (SECOND EDITION)	American Book Co.
Byrne	PROGRESSIVE PICTURE COMPOSITIONS	Longman, Inc.
_____	STORYTELLING POSTERS	Developmental Learning Materials
Finocchiaro	LET'S TALK	Regents
Kettering	DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL	University of Pittsburgh Press
Paulson, et.al.	DEVELOPING COMMUNICATIVE COMPETENCE: ROLE PLAYS IN ESL	University of Pittsburgh Press

Structure

_____	SINGULARS AND PLURALS	Teaching Resources
Lindell	WORKBOOK FOR WRITING, LISTENING AND SPEAKING	University of Michigan Press

Supplemental Materials

Vocabulary

Parnwell	OXFORD PICTURE DICTIONARY - book, wall charts, tapes	Oxford University Press
Liebowitz	THE VOCABULARY BUILDER	National Textbook Co.
Richey	A SURVIVAL VOCABULARY: CLOTHING LANGUAGE CREDIT LANGUAGE MEDICAL LANGUAGE ENTERTAINMENT LANGUAGE RESTAURANT LANGUAGE BANKING LANGUAGE SUPERMARKET LANGUAGE DRUGSTORE LANGUAGE DRIVER'S LICENSE LANGUAGE	Janus
Richey	SIGN LANGUAGE SERIES (A-D)	Janus
Somers	LEARNING FUNCTIONAL WORDS AND PHRASES FOR EVERYDAY LIVING (I,II)	Frank E. Richards Publishing Co.
_____	FUNCTIONAL SIGNS	Developmental Learning Materials
_____	SURVIVAL SIGNS	Developmental Learning Materials
_____	NOUN PUZZLES	Developmental Learning Materials
_____	VERB PUZZLES	Developmental Learning Materials
Jacot	SEE IT-SAY IT (verb cards)	Addison Wesley
Wardbaugh	ENGLISH AROUND THE WORLD - display cards	Scott Foresman
_____	SITUATIONAL ENGLISH - LANGUAGE PICTURE SERIES	Longman, Inc.
Reeves	IDIOMS IN ACTION	Newbury House
Collis	COLLOQUIAL ENGLISH	Regents

Pre-Reading

_____	LOGIC CARDS	Developmental Learning Materials
_____	SCIENCE SEQUENCE CARDS - SIMPLE CHANGES	Teaching Resources
_____	OPPOSITES	Teaching Resources

Reading

Bodman and Lanzano	NO HOT WATER TONIGHT	Collier Macmillan
Bodman and Lanzano	NO COLD WATER EITHER	Collier Macmillan
Colvin and Root	TUTOR - TECHNIQUES USED IN THE TEACHING OF READING (Revised Edition)	Literacy Volunteers of America, Inc.
Corcoran	MEETING BASIC COMPETENCIES IN READING	Frank E. Richards Publishing Co.
Corcoran	READING FOR SURVIVAL	Frank E. Richards Publishing Co.

Supplemental Materials (cont.)

Living Skills

Keltner, et.al.	ADULT ENGLISH COMPETENCY 1,2	Prentice-Hall, Inc.
_____	THE MONEY SERIES:	Hopewell Books, Inc.
	BUYING A HOUSE	
	INSURANCE	
	BANKING	
	HOW TO BORROW MONEY	
	HOW TO BUY CLOTHES	
	FINDING A PLACE TO LIVE	
	EMERGENCY ROOM/WHERE TO GET MEDICAL HELP	
	HOW TO BUY FOOD	
	HOW TO BUDGET YOUR MONEY	
	BUYING FURNITURE FOR YOUR HOME	
_____	THE FOLLETT COPING SKILLS SERIES -	Follett Publishing Co.
	MENTAL AND PHYSICAL HEALTH:	
	GETTING MEDICAL ASSISTANCE	
	FAMILY PLANNING	
	CHILD CARE	
	GOVERNMENT AND LAW:	
	GOVERNMENT AND YOU	
	BECOMING A U.S. CITIZEN	
	THE LAW AND YOU	
	CONSUMER ECONOMICS:	
	OWNING AN AUTOMOBILE	
	BANKING	
	BUDGETING	
	FINDING HOUSING	
	COMMUNITY RESOURCES:	
	USING TRANSPORTATION	
	USING COMMUNITY RESOURCES	
	RESOURCES FOR LIFELONG LEARNING	
	SURVIVAL GUIDES:	Janus
Roderman	READING AND FOLLOWING DIRECTIONS	
Roderman	READING SCHEDULES	
Roderman	GETTING AROUND CITIES AND TOWNS	
Jew and Tandy	USING THE WANT ADS	
Fletcher and Kelley	FINDING A GOOD USED CAR	
Grindlach and Kelsey	USING THE PHONE BOOK	
Grebel and Pogrund	BECOMING A DRIVER	
Canario and Mathias	HELP! FIRST STEPS TO FIRST AID	
Larned and Randall	READING A NEWSPAPER	

Supplemental Materials

Cook and Stein	PRACTICAL COMMUNICATION SKILLS SERIES: USING THE TELEPHONE WRITING TO OTHERS FILLING OUT FORMS	New Readers Press
Wool	USING MONEY SERIES: COUNTING MY MONEY MAKING MY MONEY COUNT BUYING POWER EARNING, SPENDING AND SAVING	Frank E. Richards Publishing Company

Job Skills

Dresner and Beck	IT'S UP TO YOU-LANGUAGE SKILLS AND STRATEGIES FOR GETTING A JOB (texts and tapes)	Longman, Inc.
_____	THE WORK SERIES: WORK RULES PAYROLL DEDUCTIONS AND COMPANY BENEFITS WHERE TO GET HELP TAXES GETTING TO WORK HOW TO FIND A JOB JOB TRAINING CENTERS HOW SHOULD I ACT AT WORK	Hopewell Books, Inc.
Richey	JOB APPLICATION LANGUAGE	Janus
	JOB SEEKING SKILLS: DON'T GET FIRED GET HIRED MY JOB APPLICATION FILE JANUS JOB INTERVIEW GUIDE JANUS JOB INTERVIEW KIT JANUS JOB PLANNER	
_____	THE FOLLETT COPING SKILLS SERIES - OCCUPATIONAL KNOWLEDGE: KEEPING A JOB FINDING WORK JOB INTERVIEWS	Follett Publishing Co.
Savage, et.al.	ENGLISH THAT WORKS 1,2,3 (ICB-VESL)	Scott Foresman

TEACHER REFERENCES

Thonis	TEACHING READING TO NON-ENGLISH SPEAKERS	Collier-Macmillan
Asher	LEARNING ANOTHER LANGUAGE THROUGH ACTIONS	Alemany Press
Moskowitz	CARING AND SHARING IN THE FOREIGN LANGUAGE CLASSROOM	Newbury House
Gattegno	TEACHING FOREIGN LANGUAGES IN SCHOOLS: THE SILENT WAY	Educational Solutions
Ilyin and Tragarah	CLASSROOM PRACTICES IN ADULT ESL	TESOL
Holdzkom	IDEABOOK: A RESOURCE MANUAL FOR TEACHERS OF ESL	Institute of Modern Languages
Paulston and Bruder	TEACHING ENGLISH AS A SECOND LANGUAGE: TECHNIQUES AND PROCEDURES	Winthrop

Also see the publications available from the NATIONAL INDOCHINESE CLEARING HOUSE/CENTER FOR APPLIED LINGUISTICS

TESTING

Coy, Joy Jenkins, et.al. English as a Second Language Oral Assessment (ESLOA), New York: Literacy Volunteers of America, Inc., 1980.

Ilyin, Donna. Ilyin Oral Interview, Massachusetts: Newbury House, 1976.

Ilyin, Donna. Listening Comprehension Picture Test, Massachusetts: Newbury House, 1980.

Kring, Linda. The John Test, A Test of Oral Proficiency for ESL Placement. New York: Language Innovations, Inc. 1976.

Mattran, Kenneth J. and John W. Furgason. The Nebraska Interview for Determining ABE/ESOL Oral Proficiency. Lincoln, Nebraska. The University of Nebraska - Lincoln, 1978.

PUBLISHERS

Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025

The Alemany Press
P.O. Box 5265
San Francisco, CA 94101

American Book Co.
135 W. 50th Avenue
New York, NY 10020

Center for Applied Linguistics
3520 Prospect St. N.W.
Washington, D.C. 20007

Collier Macmillan International
866 Third Avenue
New York, NY 10022

Delta Systems Co., Inc.
215 N. Arlington Heights Rd.
Arlington Heights, IL 60004

Developmental Learning Materials
7440 Natchez Avenue
Niles, IL 60648

Educational Solutions
80 Fifth Avenue
New York, N.Y. 10011

ELS Publications
English Language Services
5761 Buckingham Parkway
Culver City, CA 90230

Follett Publishing Co.
1010 West Washington Blvd.
Chicago, IL 60607

Hopewell Books, Inc.
1670 Sturbridge Drive
RD#1
Sewickley, PA 15143

Institute of Modern Languages, Inc.
2622 Pittman Drive
Silver Spring, MD 20910

Janus Book Publishers
2501 Industrial Pkwy. West
Dept. C
Hayward, CA 94545

Language Innovations, Inc.
200 W. 72nd Street #67A
New York, NY 10023

Literacy Volunteers of America, Inc.
Sixth Floor Midtown Plaza
700 East Water Street
Syracuse, NY 13210

Longman, Inc.
19 West 44th Street
New York, NY 10036

ModuLearn, Inc.
P.O. Box 667
San Juan Capistrano, CA 92693

National Textbook Company
8259 Niles Center Road
Skokie, IL 60077

Newbury House
54 Warehouse Lane
Rowley, MA 01969

New Readers Press
Box 131
Syracuse, NY 13210

Oxford University Press
200 Madison Avenue
New York, NY 10016

Prentice-Hall Inc.
Route 9W
Englewood Cliffs, NJ 07632

Regents Publishing Company, Inc.
2 Park Avenue
New York, NY 10016

Frank E. Richards Publishing Co., Inc.
P.O. Box 66
Phoenix, NY 13135

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025

Teaching Resources
50 Pond Park Road
Hingham, MA 02043

TESOL Publications
202 D.C. Transit Bldg.
Georgetown Universtiy
Washington, D.C. 20057

The University of Michigan Press
P.O. Box 1104
Ann Arbor, MI 48106

University of Nebraska-Lincoln

Lincoln, NE

University of Pittsburgh Press
127 N. Bellefield Avenue
Pittsburgh, PA 15260

Winthrop Publishers, Inc.
17 Dunster Street
Cambridge, MA 02138